



Report - AH2173 - 2020-10-21

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

Students were requested to appoint two student representatives at the beginning of the course to channel their opinions. A course evaluation questionnaire was carried out after the end of the course. The respondents could indicate their gender and disabilities, allowing for studying differences in responses.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

No meetings were arranged during or after the course.

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course consists of two forms of examination, a written exam and a project examined through oral exam and written report. Learning activities consist of lectures, exercises intended to give hands-on training with the theory, a workshop discussing current topics, and two study visits. No major changes were implemented from the previous year.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

The average reported workload is around 15-17 hours/week, which is slightly below 20 hours/week (40 hours/credit). One reason may be that some students did not attend all the exercises, another may be that not all students spent as much time on the project assignment as intended.

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

The students' results show a wide range in terms of grades; the most common grade is C with similar distribution upwards and downwards. The students' performance was overall similar to previous course offerings.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

A common comment is that it is important to participate in the exercise sessions and read the literature.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The average gradings vary between 5.3 and 6.3 on a scale from 1 to 7. Highest gradings are given on the statements "I worked with interesting issues" and "The atmosphere on the course was open and inclusive". The lowest gradings are given on the statements "I received regular feedback that helped me to see my progress", "I regularly spent time to reflect on what I learned" and "I had opportunities to influence the course activities".

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

The students are overall satisfied with the course. No major changes were made to the course, and student results are similar to the previous year.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?
 - international and national students?
 - students with or without disabilities?
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The topic and activities are generally perceived as meaningful. The differences in experience between female/male students do not appear to be significant. The questionnaire does not allow distinguishing between international/national students and with/without disabilities.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

The process of feedback on project assignment and exercises can be reviewed.
